

Abstract

As Teacher College Programs throughout the country attempt to increase their numbers of quality educators entering a classroom, one abiding concern remains: how do universities attract and successfully transition black male educators to become K-12 teachers? Such a lasting question has caused several national programs to arise, specifically an initiative consortium (N.I.C) that involved several colleges of education programs to develop and sustain strategies to increase black male teachers in the profession.

This qualitative-interview based study reviews how a teacher college program located in Chicago, Northeastern Illinois University (NEIU), applies N.I.C. external and internal mechanisms to engage black male students' interest. Also, the study identifies the various support systems utilized to improve this populations' academic skills who formerly possessed a K-12 individualized learning plan.